

106TH CONGRESS
1ST SESSION

H. R. 2673

To provide training to professionals who work with children affected by violence, to provide for violence prevention, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

AUGUST 2, 1999

Mr. GEJDENSON (for himself, Mr. KUCINICH, Mr. HILLIARD, Ms. LEE, Mrs. CHRISTENSEN, Mr. MALONEY of Connecticut, Mr. WU, Mr. ETHERIDGE, Ms. JACKSON-LEE of Texas, Ms. MILLENDER-McDONALD, Mr. SCOTT, and Mr. MCGOVERN) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To provide training to professionals who work with children affected by violence, to provide for violence prevention, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Violence Prevention
5 Training for Early Childhood Educators Act”.

6 **SEC. 2. PURPOSE.**

7 The purpose of this Act is to provide grants to insti-
8 tutions of higher education and qualified entities that

1 carry out early childhood education training programs to
2 enable the institutions of higher education and qualified
3 entities to include violence prevention training as part of
4 the preparation of individuals pursuing careers in early
5 childhood development and education.

6 **SEC. 3. FINDINGS.**

7 Congress makes the following findings:

8 (1) Aggressive behavior in early childhood is the
9 single best predictor of aggression in later life.

10 (2) Aggressive and defiant behavior predictive
11 of later delinquency is increasing among our Na-
12 tion's youngest children. Without prevention efforts,
13 higher percentages of children are likely to become
14 violent juvenile offenders.

15 (3) Research has demonstrated that aggression
16 is primarily a learned behavior that develops through
17 observation, imitation, and direct experience. There-
18 fore, children who experience violence as victims or
19 as witnesses are at increased risk of becoming vio-
20 lent themselves.

21 (4) In a study at a Boston city hospital, 1 out
22 of every 10 children seen in the primary care clinic
23 had witnessed a shooting or a stabbing before the
24 age of 6, with 50 percent of the children witnessing

1 in the home and 50 percent of the children wit-
2 nessing in the streets.

3 (5) A study in New York found that children
4 who had been victims of violence within their fami-
5 lies were 24 percent more likely to report violent be-
6 havior as adolescents, and adolescents who had
7 grown up in families where partner violence occurred
8 were 21 percent more likely to experience violent de-
9 linquency than individuals not exposed to violence.

10 (6) Aggression can become well-learned and dif-
11 ficult to change by the time a child reaches adoles-
12 cence. Early childhood offers a critical period for
13 overcoming risk for violent behavior and providing
14 support for prosocial behavior.

15 (7) Violence prevention programs for very
16 young children yield economic benefits. By providing
17 health and stability to the individual child and the
18 child's family, the programs may reduce expendi-
19 tures for medical care, special education, and in-
20 volvement with the judicial system.

21 (8) Primary prevention can be effective. When
22 preschool teachers teach young children inter-
23 personal problem-solving skills and other forms of
24 conflict resolution, children are less likely to dem-
25 onstrate problem behaviors.

1 (9) There is evidence that family support pro-
2 grams in families with children from birth through
3 5 years of age are effective in preventing delin-
4 quency.

5 **SEC. 4. DEFINITIONS.**

6 For purposes of this Act:

7 (1) AT-RISK CHILD.—The term “at-risk child”
8 means a child who has been affected by violence
9 through direct exposure to child abuse, other domes-
10 tic violence, or violence in the community.

11 (2) EARLY CHILDHOOD EDUCATION TRAINING
12 PROGRAM.—The term “early childhood education
13 training program” means a program that—

14 (A)(i) trains individuals to work with
15 young children in early child development pro-
16 grams or elementary schools; or

17 (ii) provides professional development to
18 individuals working in early child development
19 programs or elementary schools;

20 (B) provides training to become an early
21 childhood education teacher, an elementary
22 school teacher, a school counselor, or a child
23 care provider; and

24 (C) leads to a bachelor’s degree or an asso-
25 ciate’s degree, a certificate for working with

1 young children (such as a Child Development
2 Associate’s degree or an equivalent credential),
3 or, in the case of an individual with such a de-
4 gree, certificate, or credential, provides profes-
5 sional development.

6 (3) ELEMENTARY SCHOOL.—The term “elemen-
7 tary school” has the meaning given the term in sec-
8 tion 14101 of the Elementary and Secondary Edu-
9 cation Act of 1965 (20 U.S.C. 8801).

10 (4) INSTITUTION OF HIGHER EDUCATION.—The
11 term “institution of higher education” has the
12 meaning given the term in section 101 of the Higher
13 Education Act of 1965 (20 U.S.C. 1001).

14 (5) QUALIFIED ENTITY.—The term “qualified
15 entity” means a public or nonprofit private organiza-
16 tion which has—

17 (A) experience in administering a program
18 consistent with the requirements of this Act;
19 and

20 (B) demonstrated the ability to coordinate,
21 manage, and provide technical assistance to
22 programs that receive grants under this Act.

23 (6) SECRETARY.—The term “Secretary” means
24 the Secretary of Education.

1 (7) VIOLENCE PREVENTION.—The term “vio-
2 lence prevention” means—

3 (A) preventing violent behavior in children;

4 (B) identifying and preventing violent be-
5 havior in at-risk children; or

6 (C) identifying and ameliorating violent be-
7 havior in children who act out violently.

8 **SEC. 5. PROGRAM AUTHORIZED.**

9 (a) GRANT AUTHORITY.—The Secretary is author-
10 ized to award grants to institutions of higher education
11 and qualified entities that carry out early childhood edu-
12 cation training programs to enable selected institutions of
13 higher education and qualified entities to provide violence
14 prevention training as part of the early childhood edu-
15 cation training program.

16 (b) AMOUNT.—The Secretary shall award a grant
17 under this Act in an amount that is not less than
18 \$500,000 and not more than \$1,000,000.

19 (c) DURATION.—The Secretary shall award a grant
20 under this Act for a period of not less than 3 years and
21 not more than 5 years.

22 **SEC. 6. APPLICATION.**

23 (a) APPLICATION REQUIRED.—Each institution of
24 higher education and qualified entity desiring a grant
25 under this Act shall submit to the Secretary an application

1 at such time, in such manner, and accompanied by such
2 information as the Secretary may require.

3 (b) CONTENTS.—Each application shall—

4 (1) describe the violence prevention training ac-
5 tivities and services for which assistance is sought;

6 (2) contain a comprehensive plan for the activi-
7 ties and services, including a description of—

8 (A) the goals of the violence prevention
9 training program;

10 (B) the curriculum and training that will
11 prepare students for careers which are de-
12 scribed in the plan;

13 (C) the recruitment, retention, and train-
14 ing of students;

15 (D) the methods used to help students find
16 employment in their fields;

17 (E) the methods for assessing the success
18 of the violence prevention training program;
19 and

20 (F) the sources of financial aid for quali-
21 fied students;

22 (3) contain an assurance that the instructors
23 running the program are qualified and will use prov-
24 en methods of violence prevention;

1 (4) contain an assurance that the institution
2 has the capacity to implement the plan; and

3 (5) contain an assurance that the plan was de-
4 veloped in consultation with agencies and organiza-
5 tions that will assist the institution of higher edu-
6 cation or qualified entity in carrying out the plan.

7 **SEC. 7. SELECTION PRIORITIES.**

8 The Secretary shall give priority to awarding grants
9 to institutions of higher education and qualified entities
10 carrying out violence prevention programs that include 1
11 or more of the following components:

12 (1) Preparation to engage in family support
13 (such as parent education, service referral, and lit-
14 eracy training).

15 (2) Preparation to engage in community out-
16 reach or collaboration with other services in the com-
17 munity.

18 (3) Preparation to use conflict resolution train-
19 ing with children.

20 (4) Preparation to work in economically dis-
21 advantaged communities.

22 (5) Recruitment of economically disadvantaged
23 students.

24 (6) Carrying out programs of demonstrated ef-
25 fectiveness in the type of training for which assist-

1 ance is sought, including programs funded under
2 section 596 of the Higher Education Act of 1965 (as
3 such section was in effect prior to October 7, 1998).

4 **SEC. 8. AUTHORIZATION OF APPROPRIATIONS.**

5 There are authorized to be appropriated to carry out
6 this Act \$35,000,000 for each of the fiscal years 2000
7 through 2004.

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